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ABSTRACT

These model lessons from the primary grades are on the techniques of advertising drawn from a unit on, "Creating and Producing Tools and Techniques". They include behaviorial objectives, teaching and motivational strategies, evaluation techniques. The model lessons follow the problem solving inquiry approach in social studies using multimedia techniques. Suggested materials include: newspapers, television and radio commercials, pictures, toys, and books. (AWW)

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PROBLEM SOLVING IN SOCIAL STUDIES

A MODEL LESSON

OKLAHOMA CITY PUBLIC SCHOOLS
OCTOBER, 1969

This study is not complete. You may use parts of it, all of it, or add to it. These plans cover many lessons. The list of materials is not necessarily complete. You may have more appropriate literature and social studies books available. There are other ways of reporting and grouping which may be used.

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Theme V. Creating and Producing Tools and Techniques

The Study: The Technique of Advertising

Problem:

Should we let advertising influence what we buy?

Sub-Problems

1. What makes you want to buy?
   color?
   shape?
   words?
   music?
   character?

2. Could we list the characteristics of a good ad?

3. How can we share our information with the rest of the group?

4. How many types of advertising can we discover?

5. Do you think we could make a slogan sell a product?

These sub-problems develop as the study develops. There are many others which you might want to use depending upon the maturity of the children. Examples: Do we use advertising? Is this an advantage or a disadvantage? How?

Behavioral Objectives		
Pupils will discuss TV advertising	Motivation:	Prepare large slogans and place on walls of classroom. Make no comment. Examples: 1. "Finger-lickin' good!" 2. "It melts in your mouth but not in your hand."
	Discuss:	Did you watch TV Saturday morning? Did you see anything you wanted to buy? What made you notice the ad? Was it the color? The shape? What was it? Are there any ads around our school? What made you notice them? (Lead the pupils to discuss jingles, choice of words and characters.)
Pupils, working in small groups or in teams, will list three or more criteria for ads.	Motivation:	Select five ads from magazines and paste on cardboard.
	Ask:	Could we list the characteristics of a good ad?
	Group:	Break into five buzz groups. Give each group a prepared ad. Have them list reasons why the ad is good. (If pupils are unable to write, they can draw pictures.)

Pupils will report on selected ads using their listed criteria.

Group: Have newspapers and magazines available. Each group selects an ad that meets criteria already listed by pupils. These ads could be used for bulletin board reporting.

Example:

Picture
Ad

A Good Ad Has

1. Bright colors _____
2. Interesting words _____
3. Music _____
4. Tells enough_____
5. Interesting characters_____

Is this a good ad?

Pupils will gather information from slides.

Pupils will organize the information they have gathered from slides.

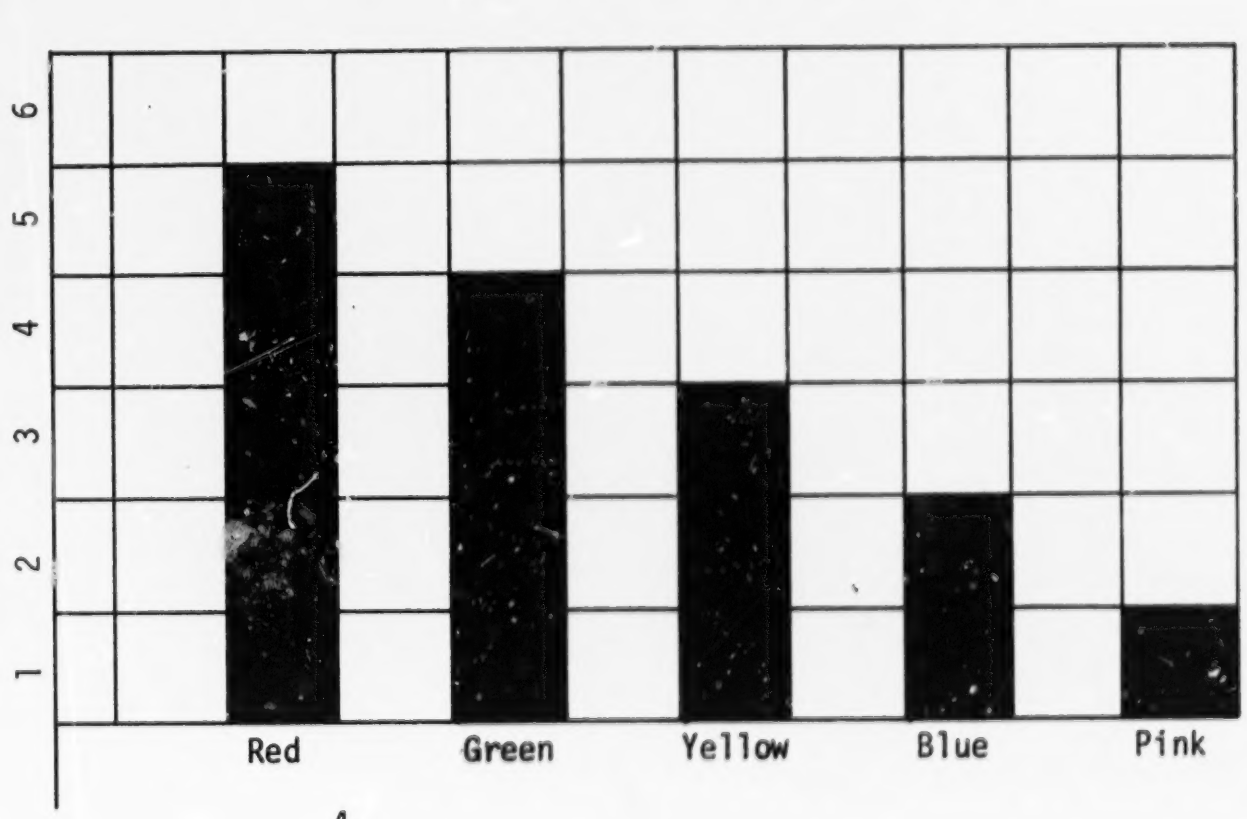
Pupils will make a bar graph to report tally.

Motivation: Color slides showing ads in city area. (These slides will be available in the curriculum media center.)

Discuss: What color did you see first? Could we tally this information? (Show pupils how to tally.) Can we show this on a graph? Do you know what a graph is?

The teacher should have prepared an example of a picture graph and a bar graph. Discuss how to read these and what they mean.

Teacher should have chart prepared for bar graph and colored squares.



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Pupils, working in committees, will record at least three types of ads.

Motivation: Use colored slide showing billboard. (There are three among the slides you have used previously.)

Discuss: We have been observing ads around our homes and school. Did you see any like the one on this slide? What type do we call this? Is this a good way to advertise? Why? Have you seen or heard any other types? If possible, the teacher should show a handbill.

Group: Break into groups, appoint a recorder and list the types of ads observed. Beside each type list appeal used. (Refer "A Good Ad Has")

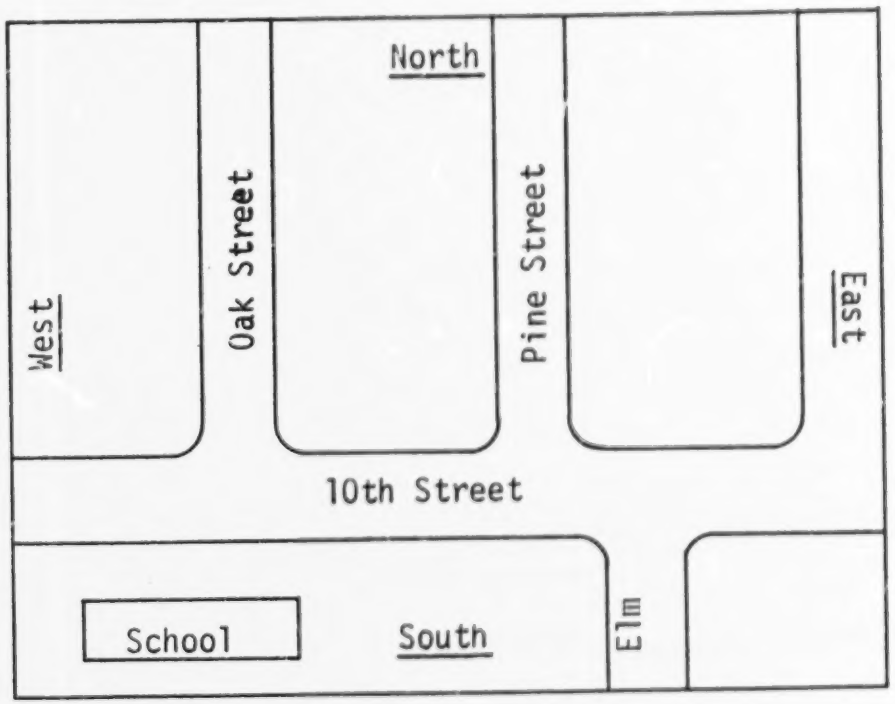
Example:
TV
Radio
Handbills
Billboards
Newspapers
Magazines
Bus Ads
Taxi Ads
Store Signs
Bumper Stickers

If pupils are unable to write they can draw pictures.

Pupils will locate directions and street crossings while looking at a map of the area.

Discuss: Show picture of a city. Show simple map of city on overhead.
How is a map a picture?

Example of a transparency.



Could we locate the billboards we saw on the way to school?

Establish directions, blocks, locate billboards, etc.

Refer to primary social studies books for help with maps.

Pupils will make judgments concerning slogan appeal.

Motivation: Refer to large slogans on walls.

Discuss: Do you know what product they are advertising? How do you know? Did you see it? Did you hear it? How do you know? Did music make you remember it? Did it have a story? Were gifts offered? Elicit discussion concerning ads both seen and heard. Which did they remember longest?

After students have identified the products associated with the slogans elicit some discussion of jingles.

If possible, play a familiar jingle such as McDonald's, Ship Shakes, Swingy or Pufnstuff. A child may be able to play the bells. Any means of presenting just the tune could be used. Let the children identify the jingle and the product. Let them sing the jingle along with the music.

Pupils will evaluate choice of words.

Did you notice any colorful words?
Did you hear any rhymes?

Teacher holds up a toy and asks, "Is this a plain toy? How would you describe it?" Elicit words appropriate to the article (soft, cuddly, blue, sleek, etc.)

Pupils will write slogan for article on table. (If pupils are unable to write, they may dictate slogan to teacher.)

Group: Do you think we could make a slogan to sell a product? Teacher has placed on tables a toy, a tube of toothpaste, a box of cereal ...

Pupils will report slogans composed by the groups.

Possibly, a table could be arranged displaying the article with colored yarn connected to the slogan.

Continue the study according to the interest and the ability of the children.

Suggested Learning Activities For Extending Into Intermediate

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Comparison:

Pupils will:

Compare prices of products sold with and without gift items. (example: towel in laundry detergent)

Compare prices of gasoline sold with and without trading stamps.

Compare prices of groceries sold with and without trading stamps.

Compare prices of discount store items with retail store prices.

Compare prices and quality of well known brands with little known brands. (Less well known brands are often produced by companies carrying the well known name.)

Compare prices of feature items and lead items.

Compare weekend specials with regular prices.

Gathering Information:

Pupils will:

Interview (Prepare a questionnaire ahead of time)

1. Manager of a grocery store.
2. Manager of an advertising agency.
3. Manager of a service station.
4. Production manager of TV or radio commercials.

Printed Material

1. Pupils will visit the Better Business Bureau

2. Pupils will visit the Public Health Department
   a. Inspection laws for health and safety.

3. Food and Drug Act (information available in books in building. Federal laws concerned with advertising of exact ingredients and weight of product.

4. Local library or Bookmobile

   The Great Discount Delusion
   by Walter Henry Nelson
   David McKay Co. Inc.

   Madison Avenue U.S.A.
   by Martin Mayer
   Harper-Row, 1958

   The Bargain Hucksters
   by Ross Lee Smith
   Crowell Pub., 1963

   "From Retail to Retell"
   by Betty Berger
   Elementary English, 1969
   (Background information for teachers on "hard" and "soft" sell methods.)

(These references will provide background information for the teacher.
Advanced intermediate students will enjoy reading them.)

Categorizing:

Audience for commercials

1. Adults: a. women b. men
2. Children
3. Teen-agers

Time for commercials

1. Prime time (hours commercials are shown)

Canned or Local Commercials

Regional Advertising

1. Examples: sports, food and clothing items.
   (Beverages are advertised in different regions as "pop", "soda" or "soda pop".)

Students chart cost of producing and selling items.

1. Initial materials for product
2. Labor
3. Overhead
4. Selling services
5. Commercial artists

Advantages and Disadvantages

Example: Free TV - advantage
Persuade consumer to buy more than he can afford - disadvantage

Price, Approach, Appeal

1. Catchy headline
2. Attention getter such as color.
3. Singing commercial
4. Types of words used (example: Mustang, Cougar, etc.)
5. Exotic locale (example: Conoco ad using jungle animals.)

Mapping:

1. A committee of students could map shopping centers.
2. A committee of students could map route for field trip to grocery store or advertising agency.
3. A committee of students could map a floor plan of a grocery store showing location of feature items, lead items, produce, meat, prepared foods, laundry supplies.

Reporting:

1. Time lines
2. Role playing;dramatizing
3. Panel and discussions
4. Students prepare tapes (example: interview with store manager)
5. Committees of students produce:
   a. Radio commercial
   b. Television commercial
   c. Newspaper ads
   d. Billboards

Graphing:

Line Graph - student committee observes buying habits of grocery store customers. Tally and graph number of customers purchasing:

a. Campbell's soups as compared to other brands.
b. Del Monte fruits as compared to other brands.
c. Feature items as compared to identical brands on shelf.

Evaluation

Evaluation is continuous and is a part of every lesson. It is an important part of planning and working together. (See the section on evaluation in your language arts guide.) As the study progresses, ask yourself these questions.

1. Could pupils share ideas? Were they able to work together?
2. Were they able to list characteristics of a good ad?
3. Were they able to gather and organize information?
4. Were they able to share their information by using a bulletin board?
5. Were they able to report information on a graph?
6. Were they able to compare a picture with a map?
7. Do they understand why we use a map?
8. Were they able to categorize information?
9. Did they understand word connotations?
10. Have the children made any progress in understanding the influence of advertising? This is the beginning of the development of intelligent consumers.

Evaluative Criteria - Upon completion of this study the children should be able to demonstrate these Understandings, Skills and Attitudes

Working together
Sharing ideas
Gathering information
Organizing information
Recording
Reporting
Graphing
Interpreting maps
Comparing
Categorizing
Observing
Planning
Knowledge of advertising techniques
Social Understandings

Generalization

Were the children able to generalize that advertising is a technique used by companies to influence our buying?

Generalizations are not taught as rules but developed gradually. They should be stated in the children's own words.

Suggested Materials

Newspapers
Magazines
Handbills
TV Commercials
Radio Commercials
Colored Slides - "Signs in the City Area" can be checked from the curriculum media center.
Charts - example included
Graphs - example included. Use other examples from texts.
Maps - example included. Several are listed from social studies texts.
Transparency - this must be of your area.
Pictures - pages are listed from social studies and literature texts.
Toys
Trade books - showing any type of advertising. Examples are Wake Up City! by Alvin Tresselt and Saturday Walk by Ethel Wright.
Poetry - for children to read or for motivation.
People I'd Like to Keep by Mary O'Neill
Poems: "The Balloon Man"
"The Bakery Man"

Literature Books

Martin Jr., Bill, Sounds Around The Clock
pp. 144-145. Picture of ads.

Sounds of Laughter
pp. 102-103. Choral reading developing vocabulary, writing ads.

Sounds of Numbers
pp. 32-33, 60-61, 99. Use for writing ads.

Sounds of Home
pp. 40-41. Pictures for colorful words.

Social Studies Books

Ginn, Your Neighborhood and the World
pp. 28-29, 45, 54. Map lesson.
p. 106. TV advertising.
pp. 115-118. Newspaper advertising.
p. 125. Picture of a city.

Silver Burdett, Families and Their Needs
pp. 57-59, 67. Pictures of ads.
Communities and Their Needs
p. 19. Map studies.

Heath, In School and Out
pp. 6-9, 66-67, 72. Map studies.